

San Elizario Independent School District

Bilingual / ESL

Program Evaluation Report

2024-2025



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Summary

The State of Texas mandates all school districts conduct a yearly evaluation of their Bilingual Education and/or English as a Second Language Program. While the evaluation is geared to meet the State and Federal requirements, the district, as a whole, benefits from the data and the findings. Students, teachers, administrators and community members are all stakeholders in this process.

The purpose of the evaluation is to fulfill the requirement of Chapter 89, Adaptations for Special Populations, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners.

In compliance with the Texas Education Codes 29.051, 29.062, and 42.153 and Chapter 89.1265 of the Texas Administrative Code, San Elizario Independent School District (SEISD) provides Bilingual and ESL programs which incorporate a sheltered English approach, and a native language development component to meet the cognitive, linguistic, and affective needs of students identified as Emergent Bilingual (EB) students.

Demographic Information

San Elizario ISD is located in El Paso County, a few miles outside the city limits of the city of El Paso, which is the largest city on the Texas/Mexico border. Starting a new school year, the district's student enrollment is currently 2,762. In the 2024-2025 school year, San Elizario Independent School District had a student enrollment of 2915 at the end of the school year. At this time, our student enrollment shows a decrease of 153 students. A financially impoverished district, SEISD has 90.81% of its families classified as economically disadvantaged. The district's enrollment reflects its border location with a Hispanic student population of 99.15%.

In the 2024-2025 school year, 1,779 (60.78%) students were identified as Emergent Bilingual. Of those, 1,539 were served through the Bilingual / ESL programs. Among the students who received program services, were the following:

- 855 students received Bilingual services in grades PK through 6 (Elementary)
- 684 students received ESL services in grades 7-12 (Secondary)

Program Objectives

The San Elizario Bilingual/ESL Department is committed to providing instructional support to Bilingual/ESL certified teachers and students alike to ensure consistency and continuity within the program. The department will ensure that all English Learners receive academic opportunities to address their needs in order to meet the state's rigorous academic standards. In addition, teachers will have the support that is necessary to serve their students with research-based best practices for academic achievement.

Bilingual/ESL Program Mission

The San Elizario Independent School District Bilingual and ESL Department will promote high academic achievement in all content areas through rigorous instruction by meeting the affective, linguistic, and cognitive needs of all English Learners.

Dual Language Program Mission

The San Elizario Independent School District Dual Language Program will develop highly competent bilingual students while fostering academic success and cultural awareness by meeting the affective, linguistic, and cognitive needs in both languages.

Program Description

The SEISD programs ensure that the affective, linguistic, and cognitive domains are addressed for all emergent bilingual students. The goal of the bilingual program is to facilitate high academic, high self-esteem, and timely acquisition of the second language. Elementary school administrators and their facilities shall implement the district bilingual education philosophy and its corresponding curriculum. This plan renders a challenge to educators and facilitates a means for the transformation of dated beliefs/values as well as rendering an enrichment program for all EL students.

Elementary Bilingual Program Models:

Grades PK-5th

The San Elizario Independent School District implements a one-way transitional dual-language program model in grades PK-5th. The program will grow incrementally, adding an additional grade year after year. Research shows that the dual language program produces high levels of success for emergent bilingual students. Students are immersed in both languages in all content areas and use their first language to learn academics in a natural way.

Grades 6

The San Elizario Independent School District implements a Transitional bilingual/*early exit* model at the elementary level. This program model serves students identified as limited English proficient in both English and Spanish and transfers the student to English-only instruction. This model provides instruction in English oral and academic language development. Non-academic subjects such as art, music, and physical education may also be taught in English. Exiting a student to an all-English program of instruction will occur no earlier than third grade and no earlier than two years or later than five years after the student enrolls in school. A student who has met exit criteria may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

Secondary ESL Program Model:

Grades 7-12

The San Elizario Independent School District implements an English as a second language/*pull-out* program model. This is an English program that serves only students identified as English language learners by providing an ESL certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the English as a second language teacher in a pull-out inclusionary delivery model.

All programs address the affective, linguistic, and cognitive needs of the students. Student identification, placement, monitoring, and exiting of the program is overseen by the Language Proficiency Assessment Committee (LPAC), which ensures that the established requirements in Chapter 89 Subchapter BB are being followed.

Characteristics of the Bilingual / ESL Programs

- Respects and utilizes the students' natural language, culture, background, and interests in the learning process.
- Provides high exposure to oral and written forms of English and Spanish from the onset of the student's schooling, thus promoting bi-literacy.
- Accelerates academic progress through the use of a student-centered curriculum.
- Capitalizes on the natural integration of thought, speech, and written language.
- Targets English language arts instruction over a period of four years to allow for both social and academic fluency.
- Maximizes potential learning by integrating language arts, both English and Spanish and content area concepts and skills.

Expected Outcomes

The expected outcomes of the programs are to prepare and enable limited English proficient students to acquire sufficient comprehension, listening, speaking, reading, and writing skills in English in order to participate successfully in a general education English classroom by:

- Providing an educational program to address the needs of students who are identified as Emergent Bilingual (EB)
- Providing all English Learners, the opportunity to master Texas Essential Knowledge and Skills (TEKS) in the areas of reading, mathematics, science, and social studies.
- Conducting the Bilingual / ESL program in such a way as to gain the understanding and active support of all segments of the community
- Providing limited EL students the opportunity to develop confidence, self-assurance, and a positive identity with their cultural heritage.

Eligibility Criteria

Students eligible for the program are those whose primary language is a language other than English. Students are flagged initially during the registration process after answering a Home Language Survey to identify the primary language spoken at home and the language of preference of the child. If the answer to either of the questions on the Home Language Survey is any other than English, an identification and placement assessment is administered, and overseen by the LPAC committee. After the student's oral language proficiency is assessed in both languages (LAS), the LPAC committee convenes to make a recommendation for placement. The timeline for this process is 4 calendar weeks. Additionally, the LPAC has a 10-day timeline to notify parents of the committee recommendation, share information about the benefits of the program, and finally, obtain parent approval for participation in the approved academic setting. English proficient students may also enroll in a bilingual education program according to TEC 29.058.

Funding Source

State funding program intent code 25

Federal funding Title III Part A

2024-2025 - Summary of BIL Funds Spent by Organization	
Organization	Program Intent Code (25) Bilingual Education
San Elizario High School (001)	59,780.00
Garcia Enriquez Middle School (041)	96,353.00
Alarcon Elementary (101)	62,028.00
Loya Primary (102)	42,262.00
Sambrano Elementary (103)	158,122.00
Borrego Elementary (104)	78,223.00
Summer School (699)	783.00
Departments (8XX)	23,390.00
Grand Total by Funding Source	520,941.00
2024-2025 - Summary of BIL Funds Spent by Activity	
Activity	Program Intent Code (25) Bilingual Education
Campus Activity	42,999.55
Department Activity	23,389.98
Supplemental Bilingual Aides	122,053.06
Summer School	782.86
Stipends for Bilingual Teachers	331,716.20
Grand Total by Funding Source	520,941.65

Bilingual / ESL Staff (FTE's)

In accordance with the Texas Education Code, San Elizario ISD assigns appropriately certified teachers to the required bilingual and ESL programs. The following table shows the total of Bilingual / ESL educators per grade level for the 2024-2025 school year:

Grade Level	Number of FTE
PK3 – PK4	5 Bilingual Teachers
Kinder	4 Bilingual Teachers
1 st grade	5 Bilingual Teachers
2 nd grade	5 Bilingual Teachers
3 rd grade	6 Bilingual Teachers
4 th grade	6 Bilingual Teachers
5 th grade	4 Bilingual Teachers
6 th grade	5 Bilingual Teachers
Middle School	4 ESL teachers
High School	7 ESL teacher
Total BIL/ESL staff	51 teachers

Reclassified Students in 2024-2025

The bilingual model calls for a timeline to exit bilingual students in a period between 2-5 years of instruction. Although a timeline is not specifically defined in the ESL Pull-out program, the same amount of years is expected to be sufficient in order to acquire enough English language acquisition to be mainstreamed.

At San Elizario ISD this year, a total of 89 students met the Exit Criteria set by the Texas Education Agency, compared to a total of 115 from the previous year. Students who meet Exit Criteria are then reclassified in PEIMS as Non-LEP students. The state does not require the continuation of language support after exit criteria is met. These student's academic performance is monitored, however, for two years after they are reclassified to ensure academic success.


2023-2024 Students Meeting Reclassification Criteria

Grade Level	Bil/ESL	Parental Denial
3 rd	5	0
4 th	6	1
5 th	18	2
6 th	16	1
7 th	11	2
8 th	20	7
9 th	4	3
10 th	14	5
11 th	0	0
12 th	0	0
Total = 115	94	21

2024-2025 Students Meeting Reclassification Criteria

Grade Level	Bil/ESL	Parental Denial
3 rd	2	0
4 th	7	1
5 th	13	1
6 th	4	6
7 th	3	1
8 th	13	6
9 th	7	5
10 th	15	3
11 th	2	0
12 th	0	0
Total = 89	66	23

Source: End of Year LPAC Minutes per campus



Emergent Bilingual/English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.

Grade(s)	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading, and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 th percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 th percentile or above on each
Subjective Teacher Evaluation	Form: Emergent Bilingual/English Learner Reclassification Rubric				

*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.

Notes:

- Students for whom the LPAC recommends the use of Oral Administration or Content and Language Supports as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- EB students/ELs with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: [Individualized Reclassification Process for a Student with a Significant Cognitive Disability](#).
- For an EB student/EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

Additional Information:

- [TEA Approved Norm-Reference Standardized Achievement Test](#) (new site)
- [State Assessments for English Learners](#)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)
- [LPAC Guidance for Deaf or Hard of Hearing English Learners](#) and associated training video

achievement. Providing quality professional development is critical. It is the catalyst for building leadership at the teacher level. The focus is to build teacher capacity and ultimately, improve student achievement.

The following are specific professional development sessions that were provided by the Bil/ESL Department for teachers and administrators and were geared toward Emergent Bilingual support (additional training and/or PLCs were provided at the campus level).

1. Latino Literacy Parent Sessions

This project is designed to establish family reading routines for Spanish and English-speaking parents and their children. It involves family reading, vocabulary development, and English-language development for Latino parents and their children.

2. Dual Language Classroom: Essentials

Teachers engaged in interactive activities that could quickly be implemented in their classrooms, while also learning/supporting the three goals of dual language education.

3. C6 Biliteracy Instructional Framework: Lesson Planning for the Dual Language Classroom

This 2-day session provided teachers the opportunity to create lessons that allow ELs to access grade-level standards regardless of language proficiency in either program language.

4. TELPAS Updates

These sessions explored support to teachers with various effective and research-based strategies and activities to meet the needs of emergent bilingual students. The training was designed to give teachers ideas on digital tools to use to positively impact academic language learners' achievement across all content areas that they will need to meet these requirements, including integrating the ELPS into instruction and ways to align linguistic accommodations to the TELPAS descriptors.

5. Mission: Progressing Together

Community members were provided a session on the benefits of participation in the bilingual and dual language programs presented by ESC Region personnel. The session discussed strategies, outcomes, and research findings.

6. Bridging/Metalinguistic

Teachers were engaged in discussions regarding EBs and their achievement and progress using bridging (using similarities/differences of two languages).

Texas English Language Proficiency Assessment System (TELPAS)

The TELPAS is an assessment program for Emergent Bilingual students (EBs). TELPAS assesses the English language proficiency of K-12 ELLs in four language domains- listening, speaking, reading, and writing. English language proficiency assessments in grades K-12 are federally

required to evaluate the progress that EBs make in becoming proficient in the use of academic English. The assessment components for grades K-1 and 2-12 differ in the following ways:

- Grades K-1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- Grades 2-12: TELPAS includes online listening, speaking, reading, and writing tests.

The entire district EB population has struggled in this area, as students are still uncomfortable with this testing process. Therefore, TELPAS results have suffered, thus making the exit criteria difficult to attain.

The English Language Proficiency Standards (ELPS) are second language acquisition curriculum standards that support the ability of EBs to acquire the academic English they need for meaningful engagement in subject-area instruction and are an integral part of each foundation and enrichment subject of the Texas Essential Knowledge and Skills (TEKS) state-required curriculum.

State of Texas Assessments of Academic Readiness (STAAR)

The State of Texas Assessments of Academic Readiness (STAAR) assessment is the state's student testing program. The assessments are based on the Texas Essential Knowledge and Skills (TEKS), which are the state curriculum standards. Beginning in grade 3 through high school, students test in the core subject areas of reading, writing, mathematics, science, and social studies.

The STAAR measures the state-wide curriculum in Reading in grades 3 through 8; in Math in grades 3 through 8; in Science in grades 5 and 8; and in Social Studies in grade 8. A Spanish STAAR is available for students in grades 3, 4, and 5 only. The state assessments also include five end-of-course (EOC) tests administered at the high school level; English I, Algebra I, Biology in grade 9, English II in grade 10, and U.S. History in grade 11.

Recommended Action Plan

After analyzing the data provided in this document, the following are recommendations for the 2025-2026 academic school year:

- Implement purposeful PLCs for teaching the specificity of TEKS and creating exit tickets to check for understanding daily
- Conduct TELPAS PLCs where teachers have discussions focused on the monitoring of student growth in all domains
- Continue to provide professional development sessions that will support emergent bilingual students as well as program teachers
- Increase communication with parents at all levels to emphasize the vital role they play in their children's education
- Support and provide timely feedback to all EB teachers through learning walks
- Support and monitor all secondary EB teachers for implementation of language acquisition strategies and best practices for all students through RLA classes
- Continue to monitor and support the Dual Language program roll-out plan
- Ensure implementation of ELPS by all teachers
- Continue discussions with all stakeholders on data analysis, needs assessment, improvement planning, program implementation, and monitoring
- Implement Summit K-12 district wide to help support student growth in TELPAS
- Provide training for all Dual Language teachers in Bridging, Preview-View-Review, Cross-Linguistic Connections and CBLI/ELPS strategies
- Provide training for secondary Social Studies teachers on Preview-View-Review
- Provide training on the implementation of the revised ELPS in preparation for the 2026-2027 school year

Appendix 1

The following is TELPAS and STAAR assessment data for the 2024-2025 academic school year.

- TELPAS Overall Scores
- District Emergent Bilingual Summary STAAR/EOC
- STAAR Comparison data

Appendix 1

TELPAS Overall

SEISD 2025 TELPAS Overall						
	K-2		3-12		ALL K-12	
	Number	Percent	Number	Percent	Number	Percent
Total Matched Students	230	100%	1236	100%	1466	100%
1 Level	90	39%	338	27%	428	29%
2 Levels	11	5%	4	0%	15	1%
3 Levels	2	1%	0	0%	2	0%
Total Documents Submitted	338	100%	1316	100%	1654	100%
Beginning	37	11%	8	1%	45	3%
Intermediate	47	14%	41	3%	88	5%
Advanced	11	3%	42	3%	53	3%
Advanced High	6	2%	9	1%	15	1%

District Emergent Bilingual Summary EOC—Grades 9-12; All students vs. EB's

EOC Exams Grades 9-12; 2025	Social Studies	Reading/ELA	Science	Mathematics
All Students				
Total Students	239	570	241	266
Approaches Grade Level (TX)	92%	48%	85%	67%
Meets Grade Level (TX)	49%	30%	47%	35%
Masters Grade Level (TX)	15%	2%	6%	21%
Currently Emergent Bilingual				
Total Students	134	341	140	165
Approaches Grade Level (TX)	89%	28%	77%	58%
Meets Grade Level (TX)	32%	12%	27%	21%
Masters Grade Level (TX)	6%	0%	1%	10%

Grades 7-8 STAAR; 2024; All students vs. EB's

Grades 7-8 STAAR; 2025	Reading/ELA	Mathematics	Social Studies	Science
All Students				
Total Students	402	337	191	196
Approaches Grade Level (TX)	71%	58%	47%	64%
Meets Grade Level (TX)	39%	28%	13%	31%
Masters Grade Level (TX)	12%	5%	4%	9%
Currently Emergent Bilingual				
Total Students	226	207	99	103
Approaches Grade Level (TX)	54%	46%	27%	43%
Meets Grade Level (TX)	15%	16%	5%	13%
Masters Grade Level (TX)	1%	1%	1%	3%

Grades 3-6 STAAR 2024; All students vs. EB's

Grades 3-6 STAAR; 2025	Reading/ELA	Mathematics	Science
All Students			
Total Students	808	802	199
Approaches Grade Level (TX)	66%	62%	46%
Meets Grade Level (TX)	37%	31%	11%
Masters Grade Level (TX)	11%	8%	3%
Currently Emergent Bilingual			
Total Students	486	482	118
Approaches Grade Level (TX)	57%	56%	42%
Meets Grade Level (TX)	28%	26%	7%
Masters Grade Level (TX)	6%	5%	1%

STAAR Comparison data

Grades 3-6 STAAR; 2024 vs. 2025; All students and EB's	2025 Reading/ELA	2024 Reading/ELA	2025 Mathematics	2024 Mathematics	2025 Science	2024 Science
All Students						
Total Students	808	786	802	785	199	188
Approaches Grade Level (TX)	66%	67%	62%	65%	46%	43%
Meets Grade Level (TX)	37%	38%	31%	31%	11%	14%
Masters Grade Level (TX)	11%	12%	8%	7%	3%	2%
Currently Emergent Bilingual						
Total Students	486	492	482	490	118	109
Approaches Grade Level (TX)	57%	57%	56%	58%	42%	35%
Meets Grade Level (TX)	28%	27%	26%	22%	7%	10%
Masters Grade Level (TX)	6%	8%	5%	4%	1%	1%

Grades 7-8 STAAR; 2024 vs. 2025; All students and EB's	2025 Reading/ELA	2024 Reading/ELA	2025 Mathematics	2024 Mathematics	2025 Social Studies	2024 Social Studies	2025 Science	2024 Science
All Students								
Total Students	402	414	337	354	191	214	196	211
Approaches Grade Level (TX)	71%	64%	58%	46%	47%	35%	64%	55%
Meets Grade Level (TX)	39%	34%	28%	16%	13%	8%	31%	23%
Masters Grade Level (TX)	12%	9%	5%	1%	4%	3%	9%	5%
Currently Emergent Bilingual								
Total Students	226	225	207	238	99	130	103	128
Approaches Grade Level (TX)	54%	49%	46%	41%	27%	19%	43%	41%
Meets Grade Level (TX)	15%	16%	16%	11%	5%	2%	13%	12%
Masters Grade Level (TX)	1%	2%	1%	0%	1%	1%	3%	2%

EOC's STAAR; 2024 vs. 2025; All students and EB's	2025 Reading/ELA	2024 Reading/ELA	2025 Mathematics	2024 Mathematics	2025 Social Studies	2024 Social Studies	2025 Science	2024 Science
All Students								
Total Students	570	602	266	343	239	253	241	313
Approaches Grade Level (TX)	48%	55%	67%	76%	92%	96%	85%	84%
Meets Grade Level (TX)	30%	37%	35%	21%	49%	53%	47%	34%
Masters Grade Level (TX)	2%	21%	5%	12%	15%	18%	6%	5%
Currently Emergent Bilingual								
Total Students	341	165	207	218	134	138	140	208
Approaches Grade Level (TX)	28%	58%	46%	69%	89%	93%	77%	80%
Meets Grade Level (TX)	12%	21%	16%	11%	32%	34%	27%	21%
Masters Grade Level (TX)	0%	1%	1%	4%	6%	6%	1%	1%

End of Report
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